



La Paloma Elementary School

300 Heald Lane • Fallbrook, CA 92028-2108 • (760) 731-4220 • Grades K-6

Julie Schlueter, Ed.D., Principal

jschlueter@fuesd.org

lap.fuesd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Fallbrook Union Elementary School District

321 North Iowa Street
Fallbrook, CA 92028-2108
(760) 731-5400
www.fuesd.org

District Governing Board

Siegrid Stillman, President
Patty de Jong, Vice President
Lisa Masten, Clerk
Caron Lieber
Susan Liebes

District Administration

Candace Singh, Ed.D.
Superintendent

School Description

La Paloma Elementary is a school of scholars, leaders, and professionals who work in collaboration to empower each student with the academic expertise, leadership, and personal growth that will prepare them for the college and career of their choice. Our school was recognized by the California Department of Education as a Distinguished School in 2014 and as an Honor Roll School in 2015 and 2017. La Paloma is one of eight schools in the Fallbrook Union Elementary School District. We serve an ethnically diverse community in the northern part of San Diego County. Approximately 34 percent of the students who attend La Paloma speak English as a second language, and over 73 percent come from families considered to be socioeconomically disadvantaged.

At La Paloma, we have established a culture of achievement for all by creating a school environment that embraces inclusion, leadership, intentional instruction, and meaningful engagement of all stakeholders on a beautiful, well-maintained campus. To effectively serve our students with special needs, we have two learning centers and an Intensive Behavior Intervention program, at both the primary and intermediate levels. The teachers in our special education programs work closely with our general education teachers to ensure our students in special education learn alongside their general education peers. In addition to intentionally creating a culture of inclusion, we work to develop the leadership skills of both students and adults. The Leader in Me program is infused throughout our school culture in order to cultivate the personal leadership skills of students, and enhance the personal and professional leadership skills of our staff. In 2017 we were honored as a Lighthouse Leadership school by Franklin Covey. An important part of our leadership practice is for adults and students to work in concert to create and maintain learning environments that are inspiring and engaging. Motivating leadership quotes adorn our halls and college flags are flown outside of each classroom door. Our two gardens extend learning beyond the classroom walls. Inside the classroom, teachers are intentional about creating differentiated learning experiences that are engaging and responsive to the needs of each student. In addition, a part-time intervention / English Language teacher and 2 intervention technicians provide targeted instruction to ensure all students master the academic standards. In concert with differentiation, we personalize learning by using Thrively to identify and build upon the interests and strengths of our students. Children are not the only learners at La Paloma. Our teachers continuously refine their practice by participating in regular professional development and collaboration. Teachers are supported in their instruction of science, technology, engineering and mathematics with the assistance of our full-time STEM coach. Technology is meaningfully integrated into teaching and learning through the use of Chromebooks, Discovery Education techbooks, and a well-appointed STEM lab. We offer schoolwide enrichment programs through after-school clubs to expand the knowledge and experiences of our students. In addition to educating students, La Paloma is a place of continuous learning and meaningful engagement for adults. Teachers meet in grade level teams three times weekly for focused collaboration. Both certificated and classified employees regularly attend district-level professional development and outside conferences. We educate parents through Parent Academies, and welcome all to share innovative ideas for our school through site councils and Coffee & Conversation with the Principal meetings. It is our vision that by creating a culture of achievement for all, we can develop individuals whose joy in learning, personal integrity, and compassionate leadership enable them to lead meaningful lives as contributing citizens in a changing, dynamic world.

Mission Statement:

To empower each student with the academic expertise, leadership, and personal growth that will prepare them for the college and career of their choice.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	69
Grade 2	75
Grade 3	69
Grade 4	70
Grade 5	76
Grade 6	69
Total Enrollment	525

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	1.0
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.2
White	27.2
Socioeconomically Disadvantaged	73.3
English Learners	33.7
Students with Disabilities	17.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
La Paloma Elementary School	16-17	17-18	18-19
With Full Credential	28	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Fallbrook Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	245
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Paloma Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks are recommended by District academic committees which have representation from all school sites. A public review of proposed adoptions is advertised, and community members are invited to participate in this process. All students are assigned adopted textbooks. In Fallbrook Union Elementary School District each pupil, including English learners, has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history-social science to use in class and to take home. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Visual and performing arts are taught to all students through integrated lesson plans during regular curriculum instruction.

Textbooks and Instructional Materials Year and month in which data were collected: 2019 January	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>CA Treasures, Macmillan/McGraw-Hill (K-6) Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Fallbrook UESD Math Units of Study (K-5) Adopted in 2016</p> <p>California Math, McGraw-Hill Education (6-8) Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Macmillan/McGraw-Hill (K-6) Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman (K-5) Adopted in 2006</p> <p>Glencoe/McGraw-Hill (6-8) Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Macmillan/McGraw-Hill (K-6) Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

La Paloma Elementary School has 38 classrooms as well as auxiliary rooms including a library and cafeteria. All classrooms, library, offices and staff lounge have upgraded technology and internet access. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. A complete and thorough facility inspection is done annually to identify future areas to address and prioritize facility needs.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Tackable wall surface needs repair in Rooms 12 and 57 One stained ceiling tile in Room 21 Two stained ceiling tiles in Rooms 52, 62 and 63
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical panel blocked in Room 60 Three lights out in School Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountain is loose and needs repair in Rooms 26 and 34 Drinking fountain spout leaks and needs repair in Room 35
Safety: Fire Safety, Hazardous Materials	Good	Cleansing wipes considered hazardous in reach of children in Room 40
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	59.0	56.0	57.0	48.0	50.0
Math	48.0	48.0	44.0	45.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	303	291	96.04	59.45
Male	159	155	97.48	52.90
Female	144	136	94.44	66.91
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	197	95.63	54.82
White	74	71	95.95	73.24
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	231	222	96.10	54.50
English Learners	142	132	92.96	50.00
Students with Disabilities	60	59	98.33	22.03
Students Receiving Migrant Education Services	29	29	100.00	51.72

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	26.4	23.1
7	**	**	**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	304	296	97.37	47.97
Male	160	158	98.75	46.2
Female	144	138	95.83	50
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	207	202	97.58	42.08
White	74	71	95.95	67.61
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	232	227	97.84	42.73
English Learners	143	137	95.8	37.96
Students with Disabilities	60	59	98.33	25.42
Students Receiving Migrant Education Services	29	29	100	51.72

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

La Paloma Elementary School is committed to working with our parents to extend and enrich the school experience for all students. We believe in providing parents and families with regular communication through our school website, Peachjar flyers, "all calls," social media feeds, and our weekly communication folders. Opportunities for parents to engage in the school are outlined annually in our site parent involvement policy. We welcome parents on our campus and annually offer a "Meet and Greet" before school begins, a Fall "Back To School Night," student-led parent conferences, Coffee and Conversation with the Principal, a "Leadership Day," Family STEM events, and a Spring "Open House." We offer a variety of parent volunteer, education, and engagement opportunities at our site. We encourage parents and community members to join the Parent Teacher Association (PTA), and to participate by attending various school committee meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and Lighthouse Leadership Meetings. For more information regarding parent involvement opportunities please contact the site administration or your child's teacher.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Each Fallbrook Union Elementary School District site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. School administrators work closely with local law enforcement, fire department and/or the Provost Marshall's Office on Camp Pendleton who review the plans and also participate in emergency drills, provide feedback, attend site and district safety meetings and collaboratively help to improve overall campus safety, climate, and security. Copies of the Comprehensive School Safety Plans are available for review at each school office. The plan includes emergency procedures for school safety, natural disasters, and campus intruders. It also contains appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. Students, teachers, and staff are trained to prepare for a wide range of emergency situations, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Following each drill, specific and intentional feedback is sought from all participants to continually improve emergency procedures, and improve campus safety.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication so students and parents feel comfortable reporting inappropriate activity including bullying, harassment, or threats. All FUESD staff take a strong stand against threatening behavior or bullying and investigate complaint matters fully. Many positive programs exist districtwide to enhance and continually improve school culture and climate, including Positive Behavior Intervention and Support, Restorative Practices and Trauma-Informed Practices.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	1.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	1.2	1.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.50
Counselor (Social/Behavioral or Career Development)	-
Library Media Teacher (Librarian)	-
Library Media Services Staff (Paraprofessional)	.82
Psychologist	.90
Social Worker	-
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	-
Other	.65
Average Number of Students per Staff Member	
Average Number of Students per Staff Member	535

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	25	24				3	3	3			
1	25	24	22			1	3	3	2			
2	20	26	24	2			1	3	3			
3	25	22	22				3	3	3			
4	30	30	35				2	2				2
5	28	31	21			1	2	2	2		1	
6	26	31	28				3	2	3			
Other	5	6	4	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

FUESD provides research-based professional learning to support the effective implementation of standards-based curricula, instruction, and assessment. During the 2018-19 school year, all teachers continue to be supported in their effective discernment in applying the District's instructional framework which encompasses: Direct Interactive Instruction (DII), the 5 Es (Engage, Explore, Explain, Elaborate and Evaluate) Model of Instruction and Project Based Learning (PBL). All school sites have full-time Teachers on Special Assignment (TOSAs) whose focus is to provide job-embedded coaching and direct teaching in Science, Technology, Engineering and Mathematics (STEM). The TOSAs also co-plan and co-teach hands-on, conceptual lessons in Mathematics and Science in Innovation Labs at all K-6 and K-8 schools. New, Next Generation Science Standards (NGSS) units will be implemented with STEM TOSA support and with new FOSS curricula in Grades K-5. All Science units in Grades 6, 7 and 8 are NGSS aligned. All teachers are supported in their implementation of new supplemental curriculum, Lingual Learning, to teach English Language Development (ELD). All teachers have attended standards-based training in California State Standards Mathematics and English Language Arts, and are in the fourth year implementation of an online planning tool, Lessoneer. The district is in the second year partnership with Discovery Education/STEMformation to support our efforts to redesign teaching and learning with a systematic, comprehensive approach for creating and implementing personalized and inquiry-based STEM classrooms. Every school site also developed site-specific professional growth plans that are aligned with the FUESD Blueprint for Student Success 3.0. Each Wednesday is a shortened school day devoted to structured teacher collaboration and planning. All teachers and classified staff have been trained in the District's student and adult leadership initiative, The Leader in Me, based on Stephen Covey's work in developing the "7 Habits of Highly Effective People." Staff members attend training outside of the district facilitated by highly trained and respected professional educators to support the effective implementation of instructional initiatives. During the 2018-19 school year staff attended professional development in the areas of Reading Comprehension, Writing, STEM and Strategic Learning Practices for Elevating Achievement. All teachers are required to attend a minimum of 30 hours of professional development each year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,170	\$48,064
Mid-Range Teacher Salary	\$75,291	\$75,417
Highest Teacher Salary	\$100,366	\$94,006
Average Principal Salary (ES)	\$123,248	\$119,037
Average Principal Salary (MS)	\$126,625	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$266,732	\$183,692
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- Title III (for Limited English Proficient Students)
- Title III (Immigrant)
- LCFF (Supplemental/Concentration)

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,073	\$198	\$5,875	\$75,833
District	◆	◆	\$6,349	\$83,441
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-7.8	-9.6
Percent Difference: School Site/ State			-19.2	-0.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

- Migrant
- Special Education
- National School Lunch Program

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.